

EVALUATION OF PROBLEM SOLVING SKILLS AND THE MULTIPLE INTELLIGENCE DOMAINS: A STUDY ON PHYSICAL EDUCATION TEACHER CANDIDATES

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Abstract

The study aimed at determining the levels of problem solving skills and their multiple intelligence domains of pre-service physical education teachers attending Ege University School of Physical Education and to examine possible interactions between them. 152 students, 60 females (39.5%) and 92 males (60.5%) participated in the study. The study employed two measurement tools namely the multiple intelligence inventory and problem solving inventory. The data obtained following the application were subjected to independent group's t-test, Pearson correlation and multiple regression analyses. The analyses showed that the problem solving skills of the participants were moderate and that there was no significant difference by gender ($p>.05$). On the other hand, a positive direction statistically significant relationship was found between the multiple intelligence domains and problem solving skills of the participants ($p>.05$). In addition, the results of the multiple regression analysis present that verbal–linguistic, logical–mathematical, bodily–kinesthetic and naturalistic domains are significant determiners of levels of problem solving skills ($p<.05$).

Key Words: Multiple intelligence, problem solving, physical education.